

**INFLUENCE OF DRUG AND SUBSTANCE ABUSE ON BOYS' AND GIRLS'
TRANSITION RATE FROM PRIMARY TO SECONDARY SCHOOLS IN KITUI
CENTRAL SUB-COUNTY**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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This research project has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This study is dedicated to my wife Agnetta and to my children Faith, Daniel and Victor who, by their love and encouragement made an extensive contribution to this undertaking. Their enthusiasm and patience enabled me to bring this study to conclusion.

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ABSTRACT

Drug and substance abuse has continued to ruin both boys and girls despite the various measures taken to minimize it by the NACADA. The study sought to establish the kinds of drugs and substances abused by boys and girls which influence transition from primary to secondary schools. It also sought to examine the reasons as to why boys and girls abuse drugs and substances in Kitui Central Sub-County and the influence of drug and substance abuse on boys and girls academic behavior on transition rates from primary to secondary schools in Kitui Central Sub-County. It also suggested the possible solution of minimizing drug and substance abuse of boys and girls which influence transition rate from primary to secondary in Kitui Central Sub-County. Literature review related to the topic was done. It was organized under the topics including; history of drug and substance abuse, causes of drug abuse in Kenya, drug abuse among students in schools, effects of drug abuse on the individual and on boys and girls transition in education from primary to secondary school.

The study employed survey research design. The sample consisted of forty students and sixteen guidance and counselling teachers. In total fifty six respondents were sampled. Simple random sampling procedure was used to selected boys and girls from class eight and form one to form four. Data was collected with the help of questionnaires. It was also organized and prepared for analysis; by coding and entering in Statistical Package for Social Science (SPSS). It was then found that majority of the boys and girls abuse drugs to feel high. Both boys and girls are also driven into taking drug and substance abuse by virtue of peer pressure. It was also noted that poor performance is the greatest effect of drug abuse among boys and girls. This was also accompanied by anti-social behavior developed as a result of drug abuse. In the event of finding possible solutions of curbing drug abuse, expelling boys and girls (drug abusers) was proposed as the second best option. However, boys and girls were observed to do little efforts in curbing the problem among them. It was against such backdrop that the study recommended for guiding and counselling session to be effective in changing students' behavior.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno Deficiency Syndrome
AOD	Alcohol and Other Drug
AU	African Union

BAT	British American Tobacco
DSMD	Diagnostic and Statistical manual of Mental Disorders
ESU	Early Substance Use
HIV	Human Immunodeficiency Virus
KICD	Kenya Institute of Curriculum Development
NACADA	National Campaign Against Drug Abuse
NIDA	National Institute on Drug Abuse
STI	Sexually Transmitted Infection
UNCP	United Nations Control Programme
UNDCP	United Nations Drug Control Programme
UNIDCP	United Nations International Drug Control Programme
UNODC	United Nations on Drug Crime
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

The subject on drugs and substance abuse among the youth in our society has been a major concern in the nation and the world at large. In the recent past, there has been a significant increase in the youth who abuse drugs and substances that are in the market especially alcohol, tobacco (cigarettes) and miraa (Julian, 1980). According to UNODC (2004) during a rapid assessment study for drugs and substance abuse in Kenyan schools showed that, boys and girls in both primary and secondary schools falls under category of the most endangered groups of people.

Education is a cornerstone for any developing nation and it improves the production capacity for economic and social development and improves the production capacity of societies and their political economic and scientific instructions. It helps to reduce poverty by mitigating on its effects on production, health nutrition and by increasing the values and efficiency of the labour offered by the poor (UNDCP, 1998). To bring the above desired results on development, systematic organization is necessary by producing conducive environment for learning, free from drugs in our schools. Drugs are any substances other than food which by their chemical nature affects the structure of functioning in an organism. Substance abuse refers to illegal use either solid, gas or liquid with chemical reactions.

In Kenya today the youth are the largest group at high risk when it comes to drugs and substance abuse. This is due to the fact that they are lacking employment opportunities. In recent study conducted by (NDLEA, 1996) reveals that the

transition rate of the youths in both primary and secondary schools, are affected greatly by drugs and substance abuse like alcohol, tobacco, miraa, khat, bhang and inhalants.

Schools therefore requires a free and non-drugs and substance abuse habits, which promotes access to transition of education from primary to secondary and also to higher levels of education in order to achieve their goal which is mainly good academic performance. The head teacher, stakeholders should ensure that they minimize the drugs and substance abuse in schools. The government has in the recent past, taken an increasing interest in the subject of drugs and substance abuse since its recognition in 1952 as a medicinal problem deserving attention (Mugo, 2005).

Drug and substance abuse pose a potent problem in the world today. Its ruining the lives of countless millions both adolescents and general population. What is still more alarming is the lack of awareness about the problems among the masses for instance tobacco is used by about 1.3 billion smokers yet tobacco is related illness have claimed about 8.8% off all deaths

(UNDCP, 1998).

Historical perspective, shows that our remote ancestors explored the properties of every plant, fruit, root and nut they found. The eventual use of the products would be partly determined by pharmacological effects, the nature, intensity and duration of these strange and desirable new experiences and partly by the particular groups pattern of living (Kombo,2005). The Inkas of south America for instance used

cocaine which had a central role in the religious and social systems throughout civilization which stretched from around 1200 to AD 1500 (Wolmer, 1990).

In Kenya the pestilence of drugs has been on the rise and it has become a transit point of hard drugs from Columbia heading to European countries. The drug and substance consumption among primary and secondary schools boys and girls has led to unrest and consequently to wide range destruction of life and property (Ngesu et al, 2008).

The youthful age come with some very special problems and considerations. This period is full of many challenges such as stress of physiological and physical change, competition in school and life in general, generation gap, unjust and cruel world among other problems. Psychologically, the adolescents have serious developmental tasks to handle such as peer identification and individualization from their family. Sexual identification; societal and vocational role, identification and negotiating issues of authority, power and independence are some of the primary challenges (Oketch, 2008).

Over the past two decades, drugs and substance abuse in Kenya has rapidly increased and risen to unprecedented level and no part of the country is safe from the scourge. Drug and substance abuse is linked to the rising crime rate, HIV/AIDS prevalence, school unrest, family days function, poverty and other malaise in the country. The greatest peril is the youth who are literally and tactically faced by factors like uncontrolled media influences and social exposure leading them into immense drug and substance abuse (NACADA, 2006)

In Kitui central drugs and substance abuse affects the general population especially the youth. Studies have shown that the age of indulgence has dropped to as low as 4 years, with many reasons given for this (Oketch, 2008).The problem of drugs and substance abuse is associated with parents who relinquish their role of bringing up children in the correct way.

The menace of drugs has strangled the youth in Kitui Central Sub-County reducing them to been unproductive members of the society who keep on wasting their lives at their prime age when they are mostly needed to invest their energies in a worthy nation building ventures (Wiersman, 1995) Lastly, the records which have been obtained from the D.E.O Kitui central Sub-County for the last 5 years indicates that there is high rate among girls than boys joining form one after doing K.C.P.E exam. The low transition of boys to secondary school has been attributed by high use of drugs and substance abuse among boys as illustrated below.

Table 1.1 Number of KCPE candidates boys and girls from 2009-2013 in Kitui Central Sub-County

Year	2009	2010	2011	2012	2013	Total
Boys	840	664	662	861	603	3630
Girls	1020	1496	1103	1559	1047	6225
Total	1860	2160	1765	2420	1650	9855

Source: D.E.O Kitui central Sub-County 2013

Table 1.2 Number of boys and girls who joined form one from 2009 – 2013 in Kitui Central Sub-County

Year	2009	2010	2011	2012	2013	Total
Boys	523	402	480	702	501	2608
Girls	951	1326	1016	1401	999	5693
Total	1474	1728	1496	2103	1500	8301
Drop out	386	432	269	317	150	1554

Source: D.E.O Kitui central Sub-County 2013

The number of boys' enrolment in each year is always lower compared to the number of girls. Table 1.2 shows that girls had a higher transition rate over the years. A total of 1022 boys never joined form one according to above tables while a total of 631 girls never joined form one and thus less number of girls were likely to be involved in drugs and substance abuse. Lastly, a total of 5693 girls joined form one while a total of 2608 boys joined form one which is only 1/3 of 8301 pupils who had transition to form one.

1.2 Statement of the problem

Drug and substance abuse has remained a challenge to the schools in Kenya especially in Kitui Central Sub-County. The Sub-County has recorded a low transition rate in the entire country due to boys and girls indulging in drug and substance abuse. High cases of HIV/AIDS, unplanned pregnancies, indiscipline leading to decline in academic performance, poor health, conflict with law among others are some of the notable challenges that are associated with youths' drug and substance abuse.

The government initiative through the ministry of education and faith based organizations and introduced guidance and counselling have borne no fruits. This study therefore tries to investigate whether the low transition rate of boys as compared to girls from primary to secondary schools is caused by the influence of drug and substance abuse in Kitui Central Sub-County.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of drug and substance abuse on boys' and girls' transition rate from primary to secondary schools in Kitui Central Sub-County.

1.4 Objectives of the study

- i. To establish the kinds of drugs and substances abused by boys and girls which influence transition from primary to secondary schools in Kitui Central Sub-County.
- ii. To examine the reasons as to why boys and girls abuse drug and substances in Kitui Central Sub-County.
- iii. To determine the influence of drug and substance abuse on the boys' and girls' academic behaviour schools on transition rate from primary to secondary in Kitui Central Sub-County.
- iv. To establish the possible solutions of minimizing drugs and substance abuse on boys and girls which influence transition rate from primary to secondary schools in Kitui Central Sub-County.

1.5 Research questions

- i. What are the kinds of drugs and substances abused by boys and girls that influence transition from primary to secondary in Kitui Central Sub-County?
- ii. What are the reasons as to why boys and girls involve themselves in drugs and substances abuse in Kitui Central Sub-County?
- iii. How does drugs and substances abuse influence the boys' and girls' academic behavior in Kitui Central Sub-County?
- iv. What are the possible solutions of minimizing drug and substance abuse on boys and girls transition rate from primary to secondary schools in Kitui Central Sub-County?

1.6 Significance of the study

The study hopes to provide information on the influence of drugs and substance abuse on boys and girls transition rate:

- i. The findings of the study will inspire other future scholars to research on drugs and substance abuse
- ii. The study will help parents to know the effects of drugs and substance abuse on both boys and girls.
- iii. The study will also inform policy makers in the ministry of education in making appropriate laws to minimize the negativity of drugs and substance abuse.
- iv. Kenya Institute of Curriculum Development (KICD) will develop curriculum and emphasize the implementation of this subject in schools.

- v. The study will benefit teachers (guidance and counselling teachers) through ease identification of the boys and girls behavior when under the influence of drugs and substance abuse.

1.7 The scope study

The study was carried out in Kitui central Sub-County and conducted in public primary and secondary school in the area.

1.8 Limitations and Delimitations of the study

The study sought to establish the Influence of drugs and substance abuse on boys' and girls' transition rate:

- (i) Some respondents would be reluctant to provide useful information in fear of exposing their negative weaknesses, to overcome this, the researcher assured them their identity was not to be revealed and responses would only be used for the purpose of the study only.
- (ii) The geographical terrain of the Sub-County hindered easy access of the targeted school. To overcome this, the researcher used cheap and convenient means like motor bikes to access the schools.
- (iii) There was also problem of financial constraints, to finance for questionnaires and transport costs. To overcome the drawback of finance, the researcher organized for financial assistance from friends and well-wishers.

1.9 Assumptions of the study

- (i) That both boys and girls in Kitui central Sub-County schools have access to drugs.

- (ii) School administrations have put up measures to fight against drug and substance abuse in their schools
- (iii) That respondents gave honest responses since false responses would lead to wrong conclusions and generalizations of the study.

1.10 Operational definition of significant terms

Addiction - The term refers to condition of being hooked to something and being unable to stop a harmful habit or practice

Drug - This is any substance other than food which by its chemical reaction /nature affects structure or function of a living organism

Drug abuse - This refers to the use of illegal drugs on the in appropriate use of legal drugs.

Drug dependence - This is repeated drug taking that results in the tolerance, withdrawal and compulsive drug taking when an individual persists in use of alcohol on other drugs despite problem related to use of the substance

Drug misuse - The term used commonly when prescribing medication with sedative anxiolytic analgesic or a stimulant property are used for mood alternation or intoxication ignoring the fact those overdose of such Medicines have serious adverse effects.

Gender - This refers to sex, that which identifies a person as male or female

Hedonism - The term refers to the belief that pleasure is the most important thing in life

Media - The term refers to the main way that large number of people receive information

Peer pressure - This is the tendency to conform to the values and expectations of the peer group

Perception - The term refer to individuals unique way of looking at issues

Rehabilitation - This is the process of making a person get any help to lead a normal and useful life

Stakeholders - These refer to members of a group who feel have interest in success of something

Stimulants - This refers to drugs which works on the central nervous system to produce feelings of wellbeing, prevent fatigue, curb appetite and radically accelerate or body functions efficiently

Transition - This is the process whereby a learner moves from one level of education to another. For example from primary to secondary

Youth - The term refers to young and energetic person who are economically productive in a community.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the topic under the following subheadings; existing literature on drugs and substance abuse, reasons why boys and girls want to take drugs and substances, effects of drugs and substances on boys' and girls' academic behavior.

2.1 Existing effects of drugs and substance abuse

Drugs can be said to be as old as a mankind use and abuse of drugs and substance has a long history in many cultures and societies (Musk and De Klerk, 2003). Earliest human records shows that natural plants drug like opium, coca and cannabis among others have been in use for thousands of years. Historically, priests and religious ceremonies have used cannabis, healers have used opium for medicinal purposes and the general population has used alcohol, nicotine caffeine in socially approved ways, (Baasher 1990). In South America for instance people used cocaine which had a central role in both religious and social systems through civilization, which stretched around AD 1200 to AD 1550 (Wolmer,1990). Many of plant drugs were discovered by ancient hunters and gathers at the dawn of humanity (Baasher,1990).

Its noted that our remote ancestors explored the properties of every plant, fruit, root and nut they found. The eventual use of these products would be determined by their pharmacological effects, the nature, intensity and duration of these strange and

desirable new experiences and partly by the particular group's pattern of living. Thus is one territory a substance might be used as a love potion, in another as a sacred food or drink for religious ceremonies (Kombo, 2005).

Adams (1973) indicated that 5,000 years BC, the Sumerians wrote on clay tablets of the Cultivation of a plant to extract its juice. The plant was the opium poppy. In 10th century, the Arab traders spread it to China where it become a social disease. The Chinese knew about cannabis sativa since 2737 BC while Egyptian knew about opium since 1500 BC.

The Greeks invented alcohol. By 18th century, the use of drugs was very common especially in USA (Conger and Peterson, 1984). Khat is said to have originated from south west of Arabian peninsula in AD 973-1051 (Edwards and Anif, 1980). It was introduced into Yemen from Ethiopia around 15th century where it then spread to Aden, Egypt, Southern Arabia, Kenya, Somalia and other countries along the East African coast (Baasher, 1990)

The global context in the use of drugs indicates the erosion of traditional territorial boundaries, which also affect the belief, value systems and perceptions towards use of drugs (Gakuru, 2002). The issue of drug and substance abuse is a major headache to societies and authorities from the cities of North Africa, Latin America and Asia (Ngesu et al: 2008). Psychoactive substances poses a significant threat to the health, social and economic fabric of families, communities and nations. Growing numbers of cities, small towns and rural areas around the world are caught in a web of escalating alcohol and other drug use.

The total number of drug users in the world is estimated as 200 million people equivalent to about 5% of global population aged between 15 to 64 years (WHO report, 2002) UNDC 2005, reported that the main problem of drugs at the global level continues to be opiates (notably heroin) followed by cocaine. For most of Europe and Asia, opiates continue to be the main problem drug, accounting for 62% of all treatment demand in 2003.

In South America, drug related demand continues to be mainly linked to the abuse of cocaine accounting for 59% of all treatment demand.

It's estimated that 10% of the adult population of the U.S have alcohol abuse dependence. Review of historical and most recent trends of substance use among African Americans show that the traumas suffered by the Africans as they were transported away from their homeland may have contributed to vulnerabilities and must be understood. Slaves from America often came from tribes familiar with fermentation where alcohol was an important part of social interactions and religion. Heroin was easily available to urban African American communities. 25% of American forces in Vietnam were African-Americans communities. As cocaine use increased in the U.S so did this drug among African-Americans, street marketing of these drugs often focused on black areas contributed to the rapid spread of these drugs. By the early 1990's substance abuse became more entrenched in African-American communities where for example 23% of blacks in Manhattan and 16% in Chicago admitted to ever having used opiates (<http://www.pineforge.com/ballantine>).

The use of drugs and substance abuse have long history in Africa. Most tribal groups south of Sahara were exposed to marijuana long ago by Arab traders and neighboring tribes (Borg, 1999) Khat is used in all African and middle Eastern countries mainly: Djibouti, Ethiopia, Kenya and Yemen (Edward and Anif, 1980). In Africa youth and adults, rich and poor, rural and urban people abuse drugs (United Nations Drugs Control Program, 1998). They add that drugs and substance abuse is more common among men than in women. Over the recent years countries in Africa continent including Kenya, have experienced an upsurge in the production, distribution and consumption of drugs and substances with the youth being most affected (Affinith, 2002 and Otieno, 1979). The sub-Saharan African, Kenya included have gradually become markets for drugs as a result of activities of organization and individual traffickers that use Africa as a transit point in their trade with countries in the north (Affinith, 2002) Subsequently, sub-Saharan countries have been experiencing drug consumption problems that essentially were not given much attention prior to 1980. The areas of focus include health, social and economic costs.

The drug and substance abuse has resulted in African countries developing their own drug control policies. Many have adopted anti-drug laws or legislation or established drug control agencies, further, the sub-Saharan Africa is also cooperating regionary and also working with the organization of African union (AU) to coordinate drug measures. Many of these countries are signatories to united nations drug convections (UNDC), united nations office on drug and related crime (UNODC) and United Nations International Drug Control Program (UNIDCP).

This suggests the overall drug consumption continues to spread at global level. National Campaign Against Drug Abuse (NACADA) was established in Kenya in 2000 with the mandate to look into the issues of drug and substance abuse into the country.

Drug and substance abuse for the purpose of altering mood and achieving euphoria have been used in Kenya for a long time with the use of alcohol, bhang and miraa having indigenous roots. Among the early societies, restrictions were placed on drinking of alcohol through rules and values which allowed practice only within social age groups of elders. Consumption was confined to importance occasions such as marriage, birth, circumcision ceremonies, funerals and other special cultural events (Adam, 1973)

Survey on drug and substance abuse did not provoke much concern in Kenya probably until 1990's, this may have been as a result of perception that drug abuse was not a major problem among Kenya's population. Consequently discussions on drug and substance abuse among the youth have tended to be shrouded with the rumours and ambiguity. However recent evidence shows that a number of boys and girls who abuse drugs and substances majority are found in secondary and tertiary institutions (NACADA, 2006).

The first people to address this issue were professional and health sciences and researchers from the University of Nairobi (United Nations Control Programme, 1995). The non-medicinal use of drugs is increasingly seen rightly or wrongly as a major social and public health problem in Kenya which affects not only the users and abusers themselves but also their families as a whole (Mallum,1999).He

identified the most common types of drugs in Kenya as tobacco; khat, alcohol, cannabis cocaine, stimulants and tranquilizers. Alcohol abuse in Kenya is quite alarming (Edward and Anif, 1990). (Adam, 1973) reported that Marijuana has become a classic drug of abuse. It was used by 16-20% of high school students and in some universities 10%-30% of the students have smoked at least once.

Bhang plantations continues to thrive on Mt. Kenya forest and western regions (Githinji, 1995). At the same time British American Tobacco (BAT) continues to expand the industry although legislation is being put into place to curb the production, sale and consumption of tobacco.

Miraa is a mult-billion shillings legal drug industry (Mugo, 2005). Heroin and mandrax now finds their way into the country since the country's major international entry points; Nairobi and Mombasa are transit routes for illegal substances(Aden,2006).Drug abuse is widely used in Nairobi, in November 2000,at least 140 Kenyans died in poor neighborhood of Mukuru kwa Njenga. Many went blind and a hundred others were hospitalized after consuming illegal brewed poisonous liquor called kumi kumi containing methanol and other additives such as car battery acid and formalin(Mugisha et al,2003). Along the Kenyan streets, its common to find nearly all age groups street children sniffing gasoline, glue and other volatile substances. This is the way these children express frustration, hopelessness and powerlessness (Otieno, 1979). Kitui high school has its reputation tainted by many cases of drugs and substance abuse in schools. Drugs and substances abuse are therefore rampant in Kitui. In Kitui central Sub-County, drug and substance abuse are widely used just like many other parts of Kenya.

2.2 Reasons why boys and girls desire to take drugs and substance abuse

Teachers and students attribute drugs and substance abuse to curiosity, peer pressure, social occasions and personal problems. Peer pressure and curiosity are the leading force behind drug and substance abuse among others (NACADA, 2006). Causes of drug abuse includes;

2.2.1 Peer group pressure

The interest and expectations of the peer groups have an important bearing on whether or not a person will try dependence producing drug. A friend or peer group is likely to be the source of information for drug users about the availability of drugs and their allegeable effect, (Ngesu et at; 2008). Peer influences are implicit in a number of theories that explain drug use. The theories suggest that individuals associate with peers who share social definitions favourable to the performance of certain activities; the individual is likely to engage in drug and substance abusers like other non-users would seek approval from peers. Peer pressure accounts for 21-42% influence in all types of drugs and substances consumed. The peer subculture also facilitates the behavior by making the substances available and by providing an appropriate social setting and instructions (NACADA, 2006).

2.2.2 Curiosity/modern day passage

Curiosity is one of man's outstanding characteristics. It is not surprising that many young person's will wish to try some drugs in order to determine the effects for themselves (Ngesu et al, 2008). Early substances abuse is mainly an outcome of

curiosity. Many young people are tempted to experience the drugs and substances available in the environment in which they live. The first taste and its effects on the user greatly influence whether an individual would continue taking drugs and substances of abuse or not. Curiosity accounts for the highest influence which ranges from 23-48% (NACADA, 2006).

2.2.3 Easy availability of drugs

According to (Pudo, 1998) people use illegal drugs because of their ready availability and promotion interests of those who are in position to benefit financially from their sale. In Kisumu bus stop and schools within the town centre are the best known dens of drugs taking.

(Kombo ,2005) stated that the environment that the people live in today is the laboratory for the youth .He added that in Kisii for example, the youth experimented with bhang due to its availability as it has been noted as part and parcel of their lives.

2.2.4 Social Occasion

According to NACADA (2006), social occasion accounts for 35.4% of the reasons for taking alcohol. It mainly affects alcohol drinkers. This is partly due to esteem that most societies associate with taking alcohol at part time. Social occasion also explains reasons for taking other drugs and substance abuse at lower magnitude.

2.2.5 The age factors

Majority of the boys and girls are adolescents a stage of transition from childhood to adulthood. It is a momentous period of life filled with changes, difficulties and

special problems. It is described as a period of “storm” and “stress” at time of self-discovery and self-assertion. This is the stage the youth tend to experiment a lot (Okech,1997). Foreign pop culture can predispose young people to initial use and eventual abuse of substances while movies and pop music advocates substances use and when young people revere stars who use substances.

The abundance of television programs, video shows and internet services particularly in urban areas expose young people to global pop culture and links substances used to popularity, sophistication, success and independence. Within contemporary society, celebrities have acquired a high status particularly in the eyes of young people and they can play an important part in adolescent identity development .This is because they might wish to try out, some young people may therefore adopt celebrity drug use as a means to inform their own actions. Adolescents may acquire many of their beliefs about drug use from role models (Bandura, 1986).

2.2.6 School administration related factors

This refers to how those who are charged with management of boys and girls affairs are prepared and equipped to plan, mobilize, allocate and instil the necessary control of the attainment of the institutional goals. High handedness of school administration, harsh treatment, lack of freedom on the side of boys’ and girls’ failure to have their grievances addressed creates stress which can lead to the abuse of drugs (Ngesu et al, 2006). Educational management in Kenya faces critical challenge through uncontrolled misuse of drugs which has become a menace to boys and girls learning behavior in schools (Aden, 2006)

2.2.7 Parental influence

Pudo (1998), noted that children from homes, where parents take drugs tends to imitate the behavior of their parents by taking illegal drugs. Young people learn from what they see by imitating what parents and other people in the community do. Parental drug behavior, parental attitude about drugs and substances and various aspects of parent child interactions best predict initiation into drug and substance abuse (Mallum, 1989).

2.2.8 Availability of cash

The availability of cash to the youth a pocket money and travel allowances especially if excessive can be re-directed into purchasing drugs. The money is usually not put into proper use and when opportunities arise, they team up with friends, taste drugs and eventually become drug addicts.

2.3 Effects of drug and substance abuse on boys' and girls' academic behavior

2.3.1 Stumbling block to boys and girls learning behavior

Githinji (1995) noted that drug and substance abuse has become a stumbling block to the students learning behavior which is an essential element in educational practice. The general public believes that there is a breakdown in school discipline and reacts to incidences that make the headlines in daily press. For instance the (Daily Nation July 20th 2001) reported on protest by students from a school in Kikuyu Division demanding the removal of the principal. Forty boys were suspected on suspicion of having drugs. The school had used sniffer dogs in a

general search for the drugs. One of the worst cases of student indiscipline and drug abuse was in Nyeri Sub-County where hostels cubicles belonging to four prefects were burnt by fellow students using petrol, causing the deaths of the prefects. This causes were attributed to drug abuse in schools (Siringi 1999).

2.3.2 Lack of moral and deteriorating learning standards

Drug abuse results to lack of morals and deteriorating learning standards (Musk, 2008). He also noted that the most disturbing outcome has been strikes in secondary schools, which have been characterized by violence, destruction of school property and in some other cases loss of life. In some secondary schools, it has been reported that drug and substance abuse has led to acts of violence, destruction of school property, rape and deaths. Such schools include:

- St. Kizito mixed secondary school where the boys invaded the girls dormitory and violently raped 72 girls,19 lost their lives and school property was destroyed.(Wangai report on students discipline and arrest in schools ,2001)
- Malindi high school boys burnt a school van and injured their Head teacher(Daily Nation,July 17th 2000)
- Kyanguli secondary school arson attack where 68 boys and girls were burnt beyond recognition while others suffered injuries and property of unknown value destroyed (Report Of The Task Force On Student Discipline And Unrest In Secondary Schools,2001)
- Kiangoma mixed secondary school in Nyeri where students under the influence of drugs and substances set a new comer on fire in a bid to protest the authority

against their newly posted principal (Central Province Education Board Report May 2001).

It is not surprising that drug and substance abuse has been blamed for many strikes in many Kenyan secondary schools, varied types of drugs and narcotics substances are readily available in some localities where schools are situated. Such drugs and substances are bhang (Marijuana), tobacco, changaa, kuber, glue, ganja, tulusi, manikchad, chuk as listed by NACADA. Drug abuse associated with interpersonal conflict, students' unrest and destruction of property, may be an indicator of large patterns of deviant behavior.

2.3.3 Undermines boys' and girls' academic ability and performance

This is because drug and substance abuse impairs cognitive development which may in turn reduce academic achievement and disrupt academic progression. Research in some countries shows that boys and girls who abuse cannabis sativa (bhang) regularly, are twice as likely to receive below average marks, which may lead to school dropouts (UNDCP, 1992). Drugs can also disrupt an entire school when for instance many boys and girls in a class are under the influence of drugs or absent because of drugs, the progress of all students is impeded. According to (Munyoki, 2008), reflections of indulgence in drug and substance abuse is the self-neglect, academic deterioration of children in school who have repeated violence in families.

Heavy adolescent substance use can lead to problems with working memory and attention due to changes in adolescent brain activity (Odero, 1997). Memory and

attention problems may lead to decrease in academic performance and engagement in school, and ultimately risk for school problems and drop out.

2.3.4 Drugs and substance abuse among the boys and girls not only drain for the economy but also blows to the country its youth who become less productive

Health and related costs of substance abuse include rehabilitation, counselling case management of illness, injuries and complications leading to longer lengths of hospital stays. Productivity related costs may be incurred such as premature deaths as well as productivity, loss of victims of crime and incarceration. Many drug abusers may be unable to attain or hold full time employment and may be absent from work exacerbating loss in productivity (Aden, 2006).

Young boys and girls are viewed in a developmental perspective as future social and human capital. There is a relationship between economic costs, school dropout and loss of the country's work force due to accessibility to drugs. In Kenya media reports indicates that majority of boys and girls are drowning in alcohol (Saturday Nation June 21, 2008)

2.4 Possible solutions of minimizing drug and substance abuse

According to Baasher (1990), teachers should:

- Develop and foster positive relationship with boys and girls,
- Communicate and interact effectively with boys and girls to engage in cooperative guiding and counselling session,
- Participate in developing, implementing and reviewing the school's procedures for managing drug abuse related cases,

- Critically reflect on practices and develop the knowledge and skills needed to manage behavior and change successfully,
- Establish, maintain, make explicit and model the school's expectation relating to boys and girls behaviors,
- Respond positively to responsible student behavior and apply consequences if they interfere with teaching and learning and the safe school environment.

Further, Mugo (2005) states that in particular, teachers should;

- Structure the teaching program to facilitate learning and encourage boys and girls to achieve their personal best.
- Cater for the development, social and emotional needs of individual boys and girls.
- Use a range of teaching methods.
- Provide formal and informal feedback on boys and girls learning to students and parents or caregivers, and review teaching programs in the light of student learning outcomes.
- Develop classroom management strategies which involve negotiation, support the participation of all boys and girls to acknowledge positive learning and social behaviors.

2.5 Theoretical framework

The study was guided by the evaluation Function theory proposed by Mulusa (1988). Productism function describes relationship between outputs and inputs and

is technically an economic relation explaining the maximum amount of output capable of being produced by each set of specified inputs.

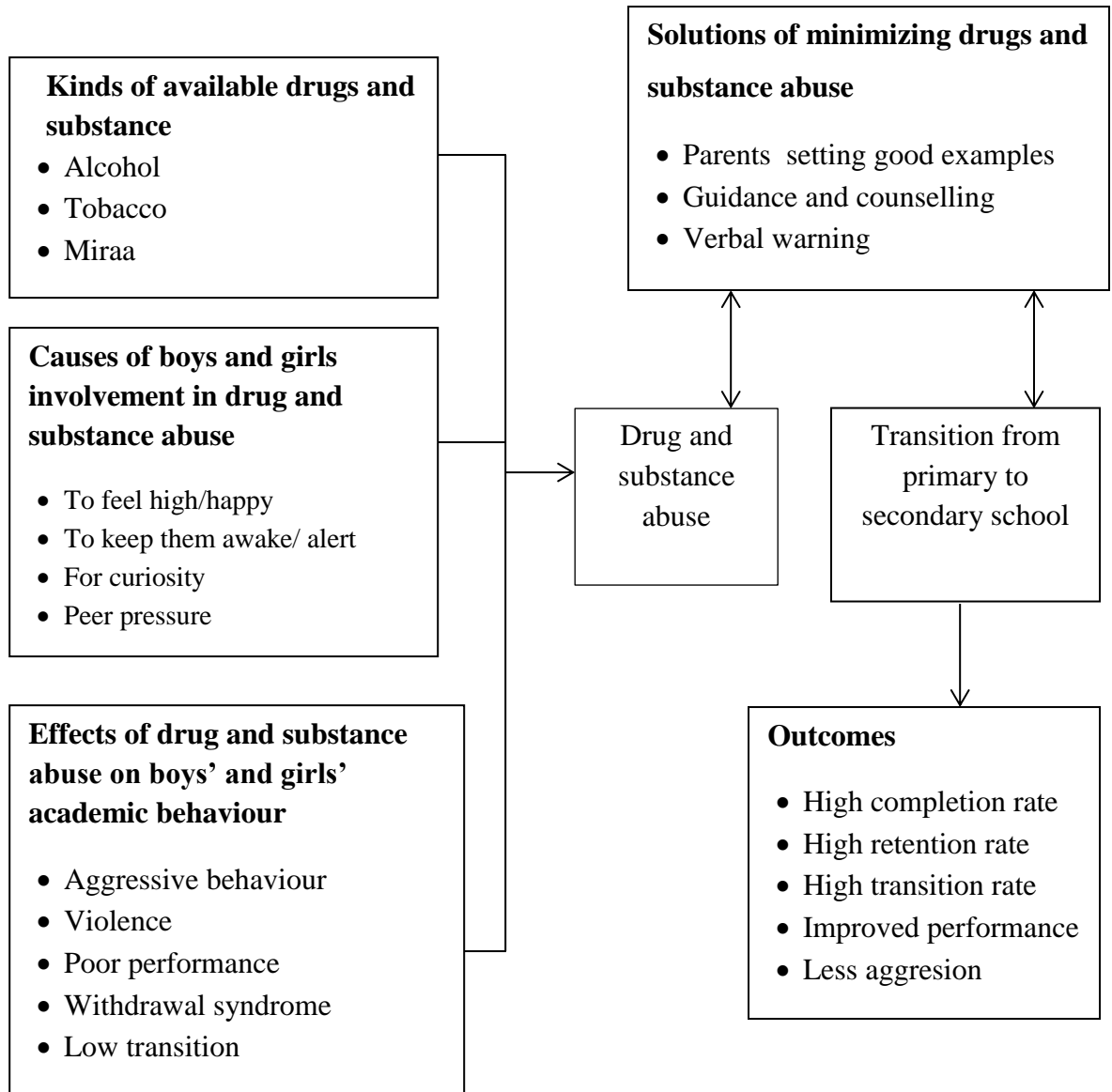
Education in the context of this theory was viewed as productive activity that combines various inputs of capital and labor to transform one set of inputs into another. For primary schools, the major goal is not only to ensure pupils complete primary schooling but also ensure that pupils join secondary schools to continue with learning.

The theory was relevant to the study in that one of the main objectives of primary schools is to prepare pupils for secondary schooling. Thus when the pupils who graduate from primary school are absorbed in secondary school that we say the primary school accomplished its objectives. The above mentioned will be attained if the drugs and substances abused by boys and girls are minimized because they have highly contributed to how transition rates from primary to secondary schools in Kenya.

2.6 Conceptual framework

A conceptual framework is a model of presentation where researchers represent the relationship between variables in a study and show the relationship graphically or in a diagram (Wiersman, 1995). In order to enhance transition rate from primary to secondary schools influenced by drug and substance abuse.

Figure 2.1 Influence of drug and substance abuse on boys and girls transition rate from primary to secondary schools in Kitui Central Sub-County



The conceptual framework illustrates the dependent and independent variables in the study. The independent variables are the kinds of drugs and substance available, causes of high boys and girls involvement in drug and substance abuse, effects of drug and substance abuse on boys' and girls' academic behaviour and possible

solutions of minimizing drug and substance abuse. The school administration, teachers, students, government and community at large needs to put up arms to curb drug and substance abuse in the interaction of the various variables that enhance drugs and substance abuse to promote retention, transition and completion rates.

2.7 Summary

The literature reviewed researchers carried out on drug abuse and their effects on the individual. The review was based on research questions developed. As shown in the review munyoki (2008) carried out a research on causes and effects of drugs abuse among boys and girls in selected secondary schools in Embakasi Division while Ngunyi (2007) carried out research on factors influencing the abuse of drugs in Kenyan schools in the Mbeere Sub-County. No research has been carried out on influence of drugs and substances abuse on transition rate of boys and girls in Kitui central Sub-County. The current research aims at filling the information gap left out by previous researchers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design and presents target population or subject under study, sample of the study, sampling techniques, research instrument, piloting of the instrument, data collection procedure and data analysis

3.2 Research design

Survey design was adopted for this study. As survey is a procedure in which data is systematically collected through some form of solicitation (Borg, 1989). Survey design is research design where structured questionnaires are given to a sample population and designed to elicit specific information. It involves issuance of similar question to sample population thus enabling researcher to get response from the sample chosen for the same questions. A survey deals with the incidence distribution and relationships of educational, psychological and sociological values (Wiersman, 1995). This method was appropriate for collecting primary data on drugs and substance abuse among boys and girls using structural or unstructured questionnaires. This method was useful in the early stages of studying phenomenon like influence of drugs and substance abuse on boys and girls transition rate from primary to secondary schools in Kitui Central Sub-County.

3.3 Target population

The target population of this study was primary and secondary school boys and girls in Kitui Central Sub-County as well as males and females guidance and counselling teachers in the schools. There are forty eight (48) public primary

schools and eighteen (18) public secondary schools in Kitui Central Sub-County, therefore, the target population comprised of 96 primary school guidance and counselling teachers, 36 secondary school guidance and counselling teachers, 5768 primary school pupils and 2349 secondary school students.

3.4 Sample and sampling procedure

According to (Wiersman,1995) the ideal sample should serve as an adequate representation of the population about which the researcher want to generalize and should be selected economically in terms of subject availability, expenses in both time, money and complexity of data analysis. According to Mugenda and Mugenda (2003), in qualitative research a sample population of between 10 to 30 percent is good representation for the study population. Purposive sampling was used to select schools from the four educational zones in Kitui Central Sub-County. Therefore, three public primary schools and one public secondary school were sampled in each zone. Random sampling was used to select boys and girls. In public primary schools only class eight pupils participated in the study because they had been in the school longest, are more susceptible to drug and substance abuse and they were able to read and understand the items of the questionnaire. In public secondary schools students from all four forms were randomly sampled to participate thus making a total of five classes.

In each class eight, two pupils (a boy and a girl) were selected which made a total of twenty four students. In public secondary schools each class out of the 4 chosen 1 students were chosen making a total of sixteen students. A total of forty students

participated in the study. Sixteen guidance and counselling teachers participated in the study and therefore making a total of fifty six respondents.

3.5 Research instrument

The data was collected using questionnaires. There was a set of questionnaires for the boys and girls another one set for guidance and counselling teachers, which were divided into two sections. The items in the first section sought for demographic information about the respondents such as age, experience and qualification. The second part of the questionnaire sought for information on causes and influence of drugs and substance abuse and suggestions which could help to minimize. The questionnaire consisted of both close ended and open ended questions based on objectives and research questions.

3.6 Instrument validity

Validity has been defined as the degree to which a test measures what it purports to measure. Hence a questionnaire is said to be valid if it obtains the information it was intended to get from respondents Borg and Gall (1998). They also argue that the validity of all instruments may increase through review and repeated tests. To validate the instrument therefore a pilot study was carried out to help the researcher in identification of items in the research instrument that might be ambiguous in eliciting the relevant information. The items which were found to be ambiguous in eliciting the relevant information were reconstructed.

3.7 Instrument Reliability

Reliability is the measure of the degree to which a research instrument yield consistent results on data after repeated trials (Mugenda and Mugenda, 2003)

To test reliability, a selected group A. Questionnaires were administered on A immediately after selecting the group. The same instruments were administered on A again after two weeks. The results of the two tests were correlated using Spearman Rank Correlation Coefficient denoted as;

$$R = \frac{1 - 6 \sum D^2}{N(N^2 - 1)}$$

Where R-Rank coefficient of correlation

D-The difference of rank between the paired item in the 2 series

According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more implies a high degree of reliability of the data. For this study the research instruments score a coefficient correlation of 0.7.

3.8 Data collection procedure

To carry out the study permission and authority was sought from the National Council for Science Technology and Innovation, through a letter of authorization from the school of education Department of Educational Foundation, University of Nairobi. Subsequent clearance to carry out the study was obtained from the county commission and the county Director of Education through the (D.E.O) Kitui Central Sub-County.

After permission was granted, the researcher administered the two sets of questionnaires for the pilot study and main study. The researchers paid a visit to the participating schools to inform them on the intended study and create rapport. Then

afterwards, the researcher administered the questionnaires personally to the teachers, pupils, students in each school at different times.

3.9 Data analysis Techniques

After the questionnaires were returned the researcher checked for completeness, accuracy of information and uniformity of the information provided by the respondents. The data was appropriately coded for ease of use of Statistical Package for Social Science (SPSS) programme with a computer.

The study applied both qualitative and quantitative description methods to process data. Qualitative data was summarized, organized according to research questions, into themes and then frequencies and percentages calculated. Quantitative data was edited, coded and keyed into the computer for analysis. Data was presented in narrative form and tabular forms indicating frequencies and percentages.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings of the study. The objectives of this study were; to identify types of drugs and substances abused by boys and girls in Kitui Central Sub-County, to find out the reasons why boys and girls desire to take drugs and abuse substances in Kitui Central Sub-County, to determine the effects of drugs and substance abuse on the boys and girls academic behavior in Kitui Central Sub-County, to suggest possible solutions of minimizing drugs and substance abuse in Kitui Central Sub-County. Data was collected from 24 primary school boys and girls; 16 secondary school boys and girls. Sixteen guidance and counseling teachers from each school category also participated. The data was analyzed by use of SPSS version 20.

4.2 Demographic information

The following data represents the demographic information of the boys and girls who took part in this study.

Table 4.1 Cross tabulation on gender and age

Gender	Age				Total	
	Below 14		14 - 17		Count	Percentage
	Count	Percentage (%)	Count	Percentage (%)		
Boys	6	15.0	14	35.0	20	50.0
Girls	8	20.0	12	30.0	20	50.0
Total	14	35.0	26	65.0	40	100.0

Table 4.1 represents data on boys and girls cross tabulation on gender and age. It indicates that there were an equal number of boys and girls who took part in this study, making a total of 40 respondents. These findings were an indication that data was collected without gender disparity since both genders were evenly represented. There were more learners who participated in the ages between 14 to 17 years.

Table 4.2 Cross tabulation on gender and class

Gender	Class										Total	
	Class 8		Form 1		Form 2		Form 3		Form 4		F	%
	F	%	F	%	F	%	F	%	F	%		
Boys	11	27.5	3	7.5	2	5.0	2	5.0	2	5.0	20	50.0
Girls	12	30.0	2	5.0	2	5.0	2	5.0	2	5.0	20	50.0
Total	23	57.5	5	12.5	4	10.0	4	10.0	4	10.0	40	100

Table 4.2 indicates that a majority of respondents were class eight (8) boys and girls (57.5%). This was because primary schools were more than the secondary school and majority of the study sample was derived from this category of learners.

Table 4.3 Age group of students who abuse drugs

No of years	Boys		Girls		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
12 and below	1	2.5	1	2.5	2	5.0
Thirteen	4	10.0	2	5.0	6	14.0
Fourteen	7	17.5	5	12.5	12	30.0
Fifteen	2	5.0	3	7.5	5	12.5
Sixteen	2	5.0	2	5.0	4	10.0
Seventeen	4	10.0	3	7.5	7	17.5
Eighteen	0	0.0	4	10.0	4	10.0
Total	20	50.0	20	50.0	40	100.0

Table 4.3 indicates that age fourteen (14) is the most vulnerable age to drug and substance abuse (30%). It also reveals that more boys abuse drugs and substances more than girls. Others are age thirteen and fifteen, 15% and 12.5% respectively. This was an indication that teenagers who are more venerable to drug and substance abuse, though boys at all ages are more vulnerable to drug and substance abuse.

Table 4.3.1 Cross tabulation on drug abuse and gender

Drug and substance abuse	Gender				Total	
	Boys		Girls		F	%
	F	%	F	%		
Yes	14	35.0	5	12.5	19	47.5
No	6	15.0	15	37.5	21	52.5
Total	20	50.0	20	50.0	40	100.0

Table 4.3.1 indicates that 35% of the boy respondents have had an experience with drug abuse compared with 12.5% of the girl respondents. Further, 37.5% of the female respondents have never abused drugs. All teachers interviewed in this study also indicated that both boys and girls do abuse drugs in Kitui Central Sub-County. All interviewed teachers in this study also indicated that the drug abuse/consumption is increasing in the Sub-County. This was an indication that more boys than girls were involved in drug and substance abuse.

Table 4.3.2 Teachers’ responses on ways boys and girls obtain drugs and substances

Responses	Frequency	Percent
Brought by other students	7	43.8
From the school workers	5	31.3
From the teachers	1	6.3
From the parents	3	18.8
Total	16	100.0

Table 4.3.2 indicates ways in which boys and girls obtain drugs as seen by their teachers. Over 40% of the respondents feel that the drugs are availed to boys and girls from their fellow students who have access to them. This is followed by sources associated with school workers and parents. However, a very minute percentage of the teachers 6.3 percent help students obtain drugs and substances. This was an indication that fellow boys and girls were more likely to be a source of drugs and substances than other possible sources.

4.3 To identify types of drugs and substances abused by boys and girls in Kitui Central Sub-County

The first objective of the study was to identify types of drugs and substances available in Kitui Central Sub-County. To address this objective the researcher sought to identify the kinds of drugs and substances that are within boys’ and girls’ reach.

Table 4.4 Kinds of drugs and substances available in Kitui County

Kinds of drugs	Frequency	Percent
Alcohol	9	22.5
Cigarettes	9	22.5
Miraa	22	55.0
Total	40	100.0

Table 4.4 captures the commonly abused drugs and substances in the neighborhood within Kitui Central Sub-County. A majority of the commonly abused drugs is Khat (*Miraa*). This is followed by use of alcohol and cigarette abuse. This might be due to the fact that the drug is freely available in the Sub-County due to its proximity to the khat producing regions of Meru and Embu. Miraa has also been a drug that has not fully been outlawed in the Kenyan local market thus making its easy way into minors' hands.

Table 4.5 Kinds of drugs and substances abused by boys and girls in school

Drug	Boys		Girls		Total	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Alcohol	5	12.5	2	5.0	7	17.5
Miraa	10	25.0	4	10.0	14	35.0
Bhang	4	10.0	0	0.0	4	10.0
Don't take	1	2.5	14	35.0	15	37.5
Total	20	50.0	20	50.0	40	100.0

Table 4.5 demonstrates the drugs and substance abuse within the school environments. It is consistent with the drugs within the school neighborhood. Khat (*Miraa*) still leads in drug consumption (52.5%). These findings were a confirmation that since miraa are readily and no strict laws have been enforced on their sale like found on other drugs and substances where the slogan ‘Not for sale for children under the age of 18yrs’. Thus miraa is easily traded to students. However, the percentage of girls (35%) who do not take drug any kind of drug was higher than that of boys (2.5%). Moreover more boys than girls abuse the various kinds of drugs and substances.

Table 4.6 Cross tabulation on kinds of drugs and substances abused and gender

Kind of drugs and substances	Gender				Total	
	Boys		Girls		F	%
	F	%	F	%		
Alcohol	5	12.5	0	0.0	5	12.5
Khat (<i>Miraa</i>)	6	15.0	5	12.5	11	27.5
Cigarettes	3	5.0	0	0.0	3	5.0
No response	7	20.0	14	35.0	21	55.0
Total	20	50.0	20	50.0	40	100.0

Table 4.6 indicates that most respondents have abused Khat (*Miraa*) representing 27.5% of the respondents. It is interesting to note that there is a thin line between the consumption of Khat among boys (15.0%) and girls (12.5%) in this study. None of the girl respondents indicated having abused alcohol and cigarettes respectively. This was an indication that due to Khat's availability more boys and girls were more likely to have abused this kind of drugs than other drugs that have trade restrictions.

Table 4.6.1 Teachers responses on common kinds of drugs and substances abused by boys and girls

Response	Frequency	Percent
Cigarette	4	25.0
Local brew	5	31.3
Khat (<i>Miraa</i>)	4	25.0
Bhang	2	12.5
Commercial beers	1	6.3
Total	16	100.0

Table 4.6.1 indicates teachers' responses on the most abused drugs by the students. According to the teachers, local brew (31.3%) is the most abused drug followed by Khat (*miraa*). The boys and girls did not mention local brew but teachers have identified the consumption of this substance among boys and girls. The issue of Khat is consistent with the boys' and girls' responses. Cigarettes and bhang have also been identified as some of the commonly abused drugs among students. This was an affirmation that boys and girls had more access to illicit drugs and substances than the licit kinds, thus the higher consumptions of this locally distributed drugs and substances. Therefore commercial beer was not as extensively used as other local drugs and substances.

4.4 Reasons for drug abuse and substance abuse

The study went further to investigate reasons why students were engaged in drug abuse and substance abuse within Kitui Central Sub-County.

Table 4.7 Causes of drugs and substance abuse among boys and girls

Responses	Boys		Girls		Total	
	F	%	F	%	F	%
To make them feel happy and confident	2	5.0	1	2.5	3	7.5
To keep them awake	3	7.5	2	5.0	5	12.5
Peer pressure	8	20.0	9	22.5	17	42.5
For curiosity	4	10.0	5	12.5	9	22.5
Their parents and relatives abuse drugs	1	2.5	1	2.5	2	5.0
To cope with life problems	2	5.0	2	5.0	4	10.0
Total	20	50.0	20	50.0	40	100.0

Table 4.7 indicates that peer pressure (42.5%) represented the highest reason why boys and girls engaged in drug and substance abuse with high number of girls than boys. This was followed by curiosity reasons (22.5%), with still higher of girls than boys taking drug and substance for curious reasons. Other reasons that were linked to their self-esteem were reported to influence boys and girls into drug and substance abuse. This information is consistent with the views expressed by teachers. These findings were an implication that other than peer pressure influence boys' and girls' characteristics prompted them into drug and substance abuse.

4.5 Effects of drugs and substance abuse on the boys and girls academic behavior

Table 4.8 Boys and girls behavior as a result of abusing drugs

Responses	Boys		Girls	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Aggressive behavior	2	5.0	5	12.5
Brutality	10	25.0	4	10.0
Withdrawal syndrome	3	7.5	2	5.0
poor performance	5	12.5	9	22.5
Total	20	50.0	20	50.0

Table 4.8 indicates that brutal related actions (35%) to be the main problem associated with abuse of drugs. This is also seen in terms of poor academic performance of learners (35%). Other problems include aggressive behavior and withdrawal syndrome by the respondents. This was an indication that drug and substance abuse causes very high negative impact on the lives of students. However, more girls than boys indicated that poor performance was likely to be seen in boys and girls who abuse drugs and substances.

4.6 possible solutions to drug abuse

Table 4.9 Kinds of activities boys and girls engage in during leisure activity to restrain from drug and substance abuse

Response	Boys		Girls	
	Frequency	Percentage (%)	Frequency	Percentage (%)
play ball games	6	15.0	3	7.5
Play indoor games	2	5.0	3	7.5
club member	5	12.5	4	10.0
Read novel	7	17.5	10	25.0
Total	20	50.0	20	50.0

Table 4.9 indicates responses from respondents that might be necessary to curb drug and substance abuse especially in regard to encouraging learners to undertake leisure activities. The respondents indicate that learners should be encouraged to read novels (42.5%) play more ball games (22.5%), join clubs and societies (22.5%). There is a general agreement that learners should be encouraged to be involved in one form or another of leisure activities. These findings were a clear indication that when students get involved in recreation activities they are able to restrain from drugs and substances abuse. However more girls than boys indicated that engaging in reading activities would restrain boys and girls from drug and substance abuse. Moreover, more boys than girls felt that engaging in co-curriculum activities were a better way of keeping away from this vice.

Table 4.10 Ways of dealing with drug and substance abuse among boys and girls

Responses	Boys		Girls	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Guidance and counseling	7	17.5	12	30.0
Expelling	8	20.0	5	12.5
Corporal punishment	1	2.5	0	0.0
No response	4	10.0	3	7.5
Total	20	50.0	20	50.0

In terms of discipline of boys and girls abusing drugs, Table 4.10 indicates that the concerned students should benefit from guidance and counseling services (47.5%) followed by administration of corporal punishment (2.5%). Expulsion from school was also mentioned at 32.5%. The general feeling among respondents here is that they should be accommodated within the existing school structure particularly in terms of guidance and counseling. The study findings also revealed that no girl indicated that corporal punishment should be administered to boys and girls who engage in drug and substance abuse.

Table 4.11 Suggestions to discourage drug and substance abuse among boys and girls in schools

Suggestions	Boys		Girls	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Through guidance and counselling	16	40.0	19	47.5
Strict punishment	4	10.0	1	2.5
Total	20	50.0	20	50.0

Table 4.11 demonstrates respondents' feelings on how drugs can be discouraged in schools. An overwhelming majority of the boys and girls indicate that drugs in schools can be discouraged through guidance and counseling. These findings were an indication that since majority of the students are in their teens its possible to positively guide them out of getting involved in the vices of drug and substance abuse. This was an indication that positive ways of dealing with drug and substance abuse were better in rehabilitating boys and girls.

Table 4.12 Suggestions to discourage drug and substance abuse by boys and girls at home

Response	Boys		Girls	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Parents setting good example	17	42.5	18	45.0
Community policing to curb drug and substance trafficking to schools	3	7.5	2	5.0
Total	20	50.0	20	50.0

Table 4.12 indicates that drugs can as well be eliminated at home by encouraging parents to set good example to their children at home (87.5%). However, the respondents also indicated that alliancing with the authorities against drug and substance by exposing traffickers would reduce boys' and girls' access to the different kinds of drugs and substances. The boys and girls had relative responses.

Table 4.13 Teachers’ responses on ways of discouraging drug and substance abuse among boys and girls

Responses	Frequency	Percentage (%)
Verbal warning	3	18.8
Guidance and counselling	7	43.8
Corporal punishment	2	12.5
Expelling	4	25.0
Total	16	100.0

Table 4.13 indicates various ways in which drug abuse can be discouraged as viewed by teachers. A majority of the teachers (43.8%) feel that the drug menace can be discouraged boys and girls through constant guidance and counseling sessions. This is consistent with the views of majority of the students (87.5%). This therefore calls for more efforts to be put in place in terms of guidance and counseling so that more students can benefit from the services of the guidance and counseling services for them to avoid abuse of drugs and substances.

Table 4.14 People involved in drug education programme to boys and girls

	Frequency	Percentage (%)
School counselors	5	31.3
Peer counselors	3	18.8
Invited quests	4	25.0
Other teachers	4	25.0
Total	16	100.0

Teachers indicate that drug education programme should be encouraged among boys and girls in schools. Table 4.14 indicates that boys and girls should play a bigger role in drug education programme. This was an indication that adults within the school community can play a very important role in eradicating drug and substance abuse among students since they are the role models in younger people's lives.

Table 4.15 Challenges faced by boys and girls who abuse drugs and substances in schools

	Frequency	Percentage (%)
Opposition from students	6	37.5
Hostility from parents	10	62.5
Total	16	100.0

Table 4.15 indicates that there are challenges in addressing drug abuse in schools in Kitui Central Sub-County. Lack of cooperation from parents is cited as the biggest challenge in fight against drug and substance abuse in schools. However, these findings are a clear indication that boys and girls who engage in drug and substance abuse are faced by very high hostility from both their parents and the school community.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND
RECOMMENDATIONS

5.1. Introduction

This chapter deals with a summary of the findings, conclusion and recommendations drawn from the findings in connection with research objectives. It presents the summary findings, conclusions and recommendation. It also presented the suggestions for further research.

5.2 Summary of findings

The findings of this study can be grouped under the three objectives of this study and they are as follows; it had an equal number of boys and girls who took part in this study, making a total of 40 respondents. Thus data was collected without gender disparity since both genders were evenly represented. There were more learners who participated in the ages between 14 to 17 years. Majority of respondents were class eight (8) boys and girls (57.5%). This was because primary schools were more than the secondary school and majority of the study sample was derived from this category of learners. Age fourteen (14) is the most vulnerable age to drug and substance abuse (30%). It also reveals that more boys abuse drugs and substances more than girls. Others are age thirteen and fifteen, 15% and 12.5% respectively.

However, 35% of the boy respondents have had an experience with drug abuse compared with 12.5% of the girl respondents. Most of the female (37.5%)

respondents have never abused drugs. All teachers interviewed in this study also indicated that both boys and girls do abuse drugs in Kitui Central Sub-County. All interviewed teachers in this study also indicated that the drug abuse/consumption is increasing in the Sub-County. Over 40% of the respondents feel that the drugs are availed to boys and girls from their fellow students who have access to them. This is followed by sources associated with school workers and parents. However, a very minute percentage of the teachers 6.3 percent help students obtain drugs and substances.

The commonly abused drugs is Khat (*Miraa*). This is followed by use of alcohol and cigarette abuse. This might be due to the fact that the drug is freely available in the Sub-County due to its proximity to the khat producing regions of Meru and Embu. *Miraa* has also been a drug that has not fully been outlawed in the Kenyan local market thus making its easy way into minors hand. The study findings revealed that Khat (*Miraa*) still leads in drug consumption (52.5%). These findings were a confirmation that since *miraa* are readily and no strict laws have been enforced on their sale like found on other drugs and substances where the slogan ‘Not for sale for children under the age of 18yrs’. Thus *miraa* is easily traded to students. However, the percentage of girls (35%) who do not take drug any kind of drug was higher than that of boys (2.5%). Moreover more boys than girls abuse the various kinds of drugs and substances.

Though, most respondents have abused Khat (*Miraa*) representing 27.5% of the respondents. It is interesting to note that there is a thin line between the

consumption of Khat among boys (15.0%) and girls (12.5%) in this study. None of the girl respondents indicated having abused alcohol and cigarettes respectively. Teachers' responses on the most abused drugs by the students. According to the teachers, local brew (31.3%) is the most abused drug followed by Khat (*miraa*). The boys and girls did not mention local brew but teachers have identified the consumption of this substance among boys and girls. The issue of Khat is consistent with the boys' and girls' responses. Cigarettes and bhang have also been identified as some of the commonly abused drugs among students. This was an affirmation that boys and girls had more access to illicit drugs and substances than the licit kinds, thus the higher consumptions of this locally distributed drugs and substances. Therefore commercial beer was not as extensively used as other local drugs and substances.

Peer pressure (42.5%) represented the highest reason why boys and girls engaged in drug and substance abuse with high number of girls than boys. This was followed by curiosity reasons (22.5%), with still higher of girls than boys taking drug and substance for curious reasons. Other reasons that were linked to their self-esteem were reported to influence boys and girls into drug and substance abuse. This information is consistent with the views expressed by teachers. Brutal related actions (35%) to be the main problem associated with abuse of drugs. This is also seen in terms of poor academic performance of learners (35%). Other problems include aggressive behavior and withdrawal syndrome by the respondents.

The respondents indicate that learners should be encouraged to read novels (42.5%) play more ball games (22.5%), join clubs and societies (22.5%). There is a general agreement that learners should be encouraged to be involved in one form or another of leisure activities. Students should benefit from guidance and counseling services (47.5%) followed by administration of corporal punishment (2.5%). Expulsion from school was also mentioned at 32.5%. The general feeling among respondents here is that they should be accommodated within the existing school structure particularly in terms of guidance and counseling.

An overwhelming majority of the boys and girls indicate that drugs in schools can be discouraged through guidance and counseling. These findings were an indication that since majority of the students are in their teens its possible to positively guide them out of getting involved in the vices of drug and substance abuse. This was an indication that positive ways of dealing with drug and substance abuse were better in rehabilitating boys and girls. Drugs can as well be eliminated at home by encouraging parents to set good example to their children at home (87.5%). However, the respondents also indicated that alliancing with the authorities against drug and substance by exposing traffickers would reduce boys' and girls' access to the different kinds of drugs and substances.

A majority of the teachers (43.8%) feel that the drug menace can be discouraged boys and girls through constant guidance and counseling sessions. This is consistent with the views of majority of the students (87.5%). This therefore calls for more efforts to be put in place in terms of guidance and counseling so that more

students can benefit from the services of the guidance and counseling services for them to avoid abuse of drugs and substances. Boys and girls should play a bigger role in drug education programme. Lack of cooperation from parents is cited as the biggest challenge in fight against drug and substance abuse in schools. However, these findings are a clear indication that boys and girls who engage in drug and substance abuse are faced by very high hostility from both their parents and the school community.

5.3 Discussion of findings

The findings in this study are consistent with those by Ndetei, Khasakhala, Mutiso, Ongecha-Owuor, & Kokonya, (2010) who summarized the consequences of the drug use to be behavioral problems including school dropout, poor scholastic attainment, drunken driving, and delinquency. They further noted that adolescence pregnancy which threaten the stability of the education system, family as an institution (family difficulties) and society at large. Therefore, teachers have an added burden of playing an active role in guidance and counseling the survivors of drug abuse, a pandemic facing teaching institutions apart from instilling knowledge.

Findings in this study indicated that the age of the student, class and the school being attended are significantly related to drug use by students; that drug use was more prevalent among class eight students than those students in secondary schools. This concurs with studies done in Kenya on drug abuse among students (Wanyama, 2005; Dhadphale, Mengech & Acuda, 1981).

There is need for careful consideration of a good drug education programme to take on this problem instead of instituting punitive measures that may not work well in this situation. This has clearly come out of this study and should therefore be embraced. This is consistent with previous studies such as Chesang (2013) who note that various preventive and punitive measures such as fine, imprisonment or detention for drunkenness and other disorderly behavior have failed in eliminating this menace

5.4 Conclusion

The findings of this study are consistent with other studies done in this area in Kenya. More male respondents have had an experience with drug abuse compared with female respondents. The drugs are availed to fellow students from their fellow students who have access to them or with school workers. Khat (*Miraa*) stands out as the most abused drug in this region where both male and female students are involved. Peer pressure presents the highest reason why students engaged in drug and substance abuse which lead to violent reactions from students. This calls for strengthening of guidance and counseling departments to make it possible as an intervention strategy.

5.5 Recommendation

The guidance and counseling services should be strengthened in schools in addition to encouraging parents to set good example to their children at home and that strong drug education programmes should be encouraged among students in schools. However, strict measures should be taken by both the school communities,

administrative office and society at large to fight drug and substance trafficking in schools.

5.6 Suggested area for further research

Further studies should be done focusing on the following

- a) Effectiveness of guidance and counseling services in dealing with drugs menace
- b) Effectiveness of drug abuse education programme in reducing the impact of drug abuse in schools in Kenya.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER TO STUDENTS

Kimweli Ngyema,

Department of Educational Foundations,

P.O. Box 92, Kikuyu.

The Headteacher

_____ Primary / Secondary School

Dear Sir/Madam,

RE: INFLUENCE OF DRUG AND SUBSTANCE ABUSE ON BOYS AND GIRLS TRANSITION RATE FROM PRIMARY TO SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY.

I am a post graduate student at the University of Nairobi, pursuing a master of education in educational foundations. I am conducting research on the influence of drug and substance abuse on transition rate of boys and girls from Primary to secondary schools in Kitui Central Sub-County.

Your school has been selected to participate in the research. The respondents are guidance and counselling teachers and students of standard eight and from form one to four. The questionnaire is designed for the purpose of this research only and all responses will be treated with utmost confidentiality.

Your cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Kimweli Ngyema.

SECTION B: KNOWLEDGE ON DRUG AND SUBSTANCE ABUSE

8. What kinds of drug are you aware of?

Alcohol Cigarettes Glue

Khat (Miraa) Bhang (cannabis sativa) cocaine

Others
(specify).....

9. Name the commonly abused drugs that you know of

10. Which of the following drugs is abused in your school?

Alcohol Miraa Bhang

Cocaine Others (specify).....

11. Have you ever experienced drug abuse?

Yes No

12. If yes, which one?

- (a) Alcohol
- (b) Bhang
- (c) Miraa (khat
- (d) Cigarettes
- (e) Glue

(f) Others (specify)

13. Give some reasons that make you abuse drugs

(i)

(ii)

Others (specify)

14. How do you rate your academic performance?

- (a) Excel
- (b) Very good
- (c) Good
- (d) Fair

(e) Poor

15. Which of the following reasons do you think encourage boys and girls to drugs and substances? Please tick the appropriate.

- (a) To make them feel happy / high
- (b) To keep them awake and alert
- (c) Peer pressure
- (d) For curiosity
- (e) Their parents abuse drugs
- (f) To cope with life problems
- (g) Any other (specify)

16. What age group of boys and girls would abuse drugs?

- 12 and below 13 14 15
16
17 18 I don't know

17. In terms of own risk, would you say you are at risk of taking commonly abused drugs?

18. What problems have BOYS AND GIRLS experienced as a result of abusing drugs?

- (a) Aggressive behavior
- (b) Violence
- (c) Withdrawal syndrome
- (d) Poor performance
- (e) Others specify.....

19. What leisure activity do you engage in at school?

- (a) Play ball games
- (b) Play indoor games
- (c) Club member
- (d) Read novels
- (e) Others (specify).....

20. If teachers have knowledge of students abusing drugs, what is normally done?

- (a) Send to guidance and counselling teacher
- (b) Expelled
- (c) Given corporal punishment

21. Give ways in which drugs and substances can be discouraged in the following places

- (i) School
- (ii) Home
- (iii) Community

THANK YOU

APPENDIX III: INTRODUCTORY LETTER TO TEACHERS

Kimweli Ngyema,
University of Nairobi
Department of Educational Foundations,
P.6. Box 92, Kikuyu

Dear respondent

..... Primary /Secondary school

RE: INFLUENCE OF DRUG AND SUBSTANCE ABUSE ON BOYS AND GIRLS TRANSITION RATE FROM PRIMARY TO SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY

I am a postgraduate student in the University of Nairobi, pursuing a master of education degree in Educational Foundations. I am conducting research on influence of drug and substance abuse on boys and girls transition rate from primary to secondary schools in Kitui Central Sub-County.

Your school has been selected to participate in the research.

The respondents are guidance and counseling teachers and students. Attached is a questionnaire designed for the purpose of this research only. The questionnaire is not attest hence there is no correct or wrong answer. All responses will be treated with utmost confidentiality. You need not indicate your name on the questionnaire.

Thank you in advance for your co-operation.

Yours sincerely,

Kimweli Ngyema

APPENDIX IV: QUESTIONNAIRE FOR GUIDANCE AND COUNSELING

TEACHERS

You are kindly requested to complete this questionnaire by indicating your honest response by placing a tick [] against your option and filling in the blanks (.....) by giving as many details as possible

SECTION A: BACKGROUND INFORMATION

1. Gender ? Male Female
2. Academic qualification
CPE : KJSE KCE KCSE
KACE : Graduate
Others (Specify):
3. Please indicate your professional qualification
P3 P2 P1 S1 Ats B.Ed
Others specify
4. For how long have you been a class teacher?
Below 5 years 6-10years 11-15 years
16-20 years over 20 years
5. For how long have you been a guidance and counselling teacher?
(a) 1-5 years (b) 6-10 years (c) Over 10 years
6. Have you ever undergone any training in guidance and counselling?
Yes No

SECTION B: GENERAL INFORMATION

7. Tick commonly abused drugs by boys and girls
(a) Cigarette (e) Bhang
(b) Local brew (f) Commercial beers
(c) Miraa (g) Others (specify)
8. Are you aware of some boys and girls who abuse drugs and substances Yes
 No

9. What are signs of boys and girls who abuse drugs and substances?
.....

10. Kindly indicate the class/form most boys and girls likely to abuse drugs and substances?

Std 8 form 1 form2 form 3 form 4

11. In your opinion, is drug and substance abuse problem on increase? yes
No

12. Give reasons for your answer Q 11.

Above.....
.....

13. What problems has your school experienced as a result of drugs and substance abuse please state;

(i)

(ii)

(iii)

14. Which of the following methods below are used in discouraging drugs and substance abuse in your school?

(a) Verbal warning

(b) Guidance and counselling

(c) Corporal punishment

(d) Expelling

(e) Explanation from parents

(f) Arrest and arraigning students in court

(g) Others source (specify).....

15. How do you think boys and girls obtain drugs?

(a) Brought others students

(b) From others students

(c) From the school workers

(d) From the school canteen

(e) From the teachers

(f) From parents

(g) Others (specify).....

16. From your own opinion tick some of the reasons which you think influence

boys and girls to abuse drugs,

- (a) Peer pressure
- (b) Curiosity
- (c) Their parents abuse drugs
- (d) Most drugs are rapidly available
- (e) They have money to purchase drugs
- (f) Homeless or hostile homes
- (g) Believe they will pass exams
- (h) Stress related reasons
- (i) Others

(specify).....

17. What challenges are encountered by boys and girls who abuse drugs and substances in your school? Tick where appropriate

- (a) Opposition from students
- (b) Hostility from parents
- (c) Opposition from B.O.M/P.T.A
- (d) Others

(specify).....

18. Does your school offer any drug and substance abuse education programme to students?

Yes No

19. Who are people involved in drug education programme

- (a) School counsellors
- (b) Peer counsellors
- (c) Invited guests
- (d) Other teachers
- (e) Others

(specify).....

20. To what extent has the programme been effective? Tick one

- (a) Very effective
- (b) Effective
- (c) Fairly effective

(d) Not effective

21. Give reason for your answer in Q.20 above.....

22. Does your school carry out proper search/ inspection for drugs? Yes No

23. If the answer for Q.22 is Yes, how many times?

(a) Once a week

(b) Once a month

(c) Once a term

(d) Randomly

(e) Not at all

(f) Others (specify)

24. State measures taken by the following to prevent drug and substance abuse in you school

(a) Head teachers.....

(b) Teachers.....

(c) Students.....

(d) Parents.....

APPENDIX V: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

18th August, 2014

NACOSTI/P/14/0117/2324

Kimweli Peter Ngyema
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of drug and substance abuse on transition rate from primary to secondary students a comparison of boys and girls in Kitui Central,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **17th December, 2014**.

You are advised to report to the **County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kitui County.



National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/14/0117/2324**
MR. KIMWELI PETER NGYEMA **Date Of Issue : 18th August,2014**
of UNIVERSITY OF NAIROBI, 479-90200 **Fee Received :Ksh 1,000**
Kitui, has been permitted to conduct
research in Kitui County
on the topic: INFLUENCE OF DRUG AND
SUBSTANCE ABUSE ON TRANSITION
RATE FROM PRIMARY TO SECONDARY
STUDENTS A COMPARISON OF BOYS
AND GIRLS IN KITUI CENTRAL
for the period ending:
17th December,2014
Signature **Secretary**
Applicant's **National Commission for Science, Technology & Innovation**
Signature